

Rhode Island Department of Education  
LEP/ELL Advisory Council Meeting  
October 19, 2006  
Pawtucket School Department  
286 Main Street  
Pawtucket, RI 02860

Present: Jaime Aguayo (Community), Donna Hanley (Special Education Teacher, Providence Public Schools), Nancy Carnevale (Elementary Teacher, Central Falls), Ramon Martinez (Community), Nancy Cloud (Chair, Rhode Island College), Carmen Rodriguez (Community), Judah Lakin (High School Teacher, Providence Public Schools/Alternate), Fran Mossberg (Co-chair, Institute for Learning), Tabetta Bernstein (ELL Specialist/Providence Public Schools), Julie Nora (Director, International Charter School), Elizabeth Alexander (Teacher, Barrington Public Schools), Laurie Grupp (Professor, Providence College), Linda Iannetta (Teacher, Cumberland Public Schools), Ken Swanson (RIDE), Erin Strnade (High School Teacher, Providence Public School), Barbara Fitzsimmons (North Kingstown), Susan Rotblat-Walker (RIDE), Emily Klein (RIDE), Davida Irving (Pawtucket Public Schools/Alternate), Fran Collignon (Educational Alliance, Brown), Kathy Barden (Bristol-Warren), Maliss Men (Community), Joann Hammadou (URI)

Regrets: Celeste Bowler

1. Meeting was called to order at 6:18 pm by Nancy Cloud.
2. Acknowledge/Introduction – Ken Swanson, Director of Office of Special Populations at RIDE
  - a. Name of Office of Special Populations will soon change to Office of Unified Supports for Diverse Learning
3. Linda Filomeno began introduction process
  - a. Nancy Cloud explained the rationale and roles of primary member/alternate
    - i. All welcome to attend, voice opinion
    - ii. Introduction of sub-committee structure
    - iii. Trying to ensure that all positions are filled
  - b. Introductions around the table
4. Fran Mossberg
  - a. Introduction of Revised/Amended Bylaws
    - i. Point to attendance
      1. Responsibilities
      2. Quorum for voting
  - b. Nancy Cloud point to dates of next meetings
    - i. Charge to members, point to attendance
    - ii. Asked to read By-laws
    - iii. Role of the Council is to provide guidance to RIDE - need to have an active membership
5. Ken Swanson
  - a. Recap of August 3, 2006 ELL Forum
    - i. ELL Team at RIDE (Ken Swanson, Susan Rotblat-Walker, Emily Klein, Maria Lindia, others from other departments at RIDE as needed)

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ii. Chapter 16-54 Regulations revision

1. Process to be proposed is same as revision of IDEIA
  - a. workgroups
  - b. public forums
  - c. information provided to writing team
  - d. draft set of regulations
  - e. accepted by Regents
  - f. public hearings
  - g. hope to have final revisions by December 2007
  - h. opportunity for advisory, districts, public at large

iii. Educator quality issues

1. preliminary internal meeting at RIDE
  - a. looked at certificates and endorsements
    - i. Are they appropriate? Are there gaps?
    - ii. Gathering information from national models, particularly states in the WIDA Consortium
  - iii. Susan Rotblat-Walker noted that in response to NCLB, there is a need for comprehensive package
  - iv. Nancy Cloud raised the question of position papers/using those as sources of information/models
  - v. Ken Swanson – professional development under the I-Plan for teachers of ELLs or general education teachers with ELL students in the classrooms
  - vi. Contracts, professional development opportunities in the state
    1. looking for RIDE sponsored set of opportunities
    2. Promising Practices grants (New England Comprehensive Center)
      - a. Enhance performance
      - b. Action research
      - c. District, school, classroom level
      - d. Letter to districts Dec 1
        - i. Technical Assistance workshop - December 27
        - ii. Grants due January 5, 2007
        - iii. Leadership Institute (May)
        - iv. Opportunities for districts subsequent to Leadership Institute
        - v. Some financial assistance
  - vii. Focus groups for parents, students, community members
    1. International Institute is partnering with RIDE
    2. To be held outside school districts,
    3. Need for focus groups that target parents - Jose Gonzalez in Providence Public School

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- b. Rhode Island High School Diploma System
  - i. 2008 start date
  - ii. Questions for ELLs as well as other populations
    - 1. Equitable access
    - 2. Working on guidance for districts specifically to issues of ELLS and special needs
- c. Title III Monitoring
  - i. Cited by the United States Department of Education - Title III monitoring in Rhode Island is not robust
  - ii. Charge to develop monitoring system
    - 1. Rather than create another visit, maybe create simultaneous visit
    - 2. Specific, unique components to delivery of service to ELLs
    - 3. Pilot in spring with Providence Public School District
- d. ELL Directors meeting next week with more information on all information, particularly promising practices
- e. Questions
  - i. Donna Hanley – Who can apply for Promising Practices?
    - 1. applications will be accepted from classroom teachers, schools, districts
    - 2. Schools/classroom teachers will need sign-off from district
    - 3. Applications centering on parent engagement, guidance, placement, assessment; not just classroom instructional strategies, professional development
  - ii. Julie Nora – Will RIDE be looking at NECAP policies/testing?
    - 1. data retreat – Office of Assessment
    - 2. Susan Rotblat-Walker – other data beyond the test will need to be referenced in application for Promising Practices grant
    - 3. discussion ensued on value placed on NECAP
    - 4. Two opportunities for Promising Practices - one must have evidence, one collecting evidence (action research) proposal
- 6. Collecting issues
  - a. Intro subcommittees (name for final minutes draft)
  - b. Nancy Cloud read concerns of Celeste Bowler –
    - i. Minimal amount of training for ACCESS/APT
      - 1. revisions
      - 2. Call by Fran Mossberg for clarification of acronyms and background information for benefit of non-educators
      - 3. Nancy Carnevale explained tests

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- a. Julie Nora raised a concern for how time consuming the assessments are
- b. Nancy Cloud for Celeste Bowler - initiatives being rolled out before ready, lack of training, how well is it being implemented, process needs to be strengthened, guidelines for training and usage need to be strengthened
- c. Elizabeth Alexander raised the concern, ACCESS sent out as .pdf, printing is an issue, census and reporting issues
- d. Davida Irving – LEP census, how can we merge (SchoolMax, Starbase)
- e. Linda Iannetta/Nancy Carnevale – training for emergency certified, veteran teachers with only 3 classes for ESL teachers/those; certified many years ago, need for professional development, how can we ensure? (requirements, districts vs. state)
4. Elizabeth Alexander – need for professional development specific to low – incidence districts
5. Julie Nora – need for professional development on dual language at higher education level
6. Tabetha Bernstein - training for general education teachers who receive the ELLs on accommodations for learning
7. Linda Filomeno – offered opportunities for networking,
  - a. Davida Irving – offered opportunities for networking, raised concern for professional development for whole school environment (clerks, bus drivers, etc)/Julie Nora – systemic view
  - b. Linda Filomeno raised concerns about certification in ESL and Bilingual Education (requirements, undergraduate vs. graduate)
  - c. Ramón Martínez suggested an “Academy for RI ELL educators”
    - i. Best practices
    - ii. Premier states
    - iii. Workforce investment board
      1. funding to help train educators
    - iv. Donna Hanley - concerned mandates of other initiatives are addressed over needs of ELL teachers
    - v. Julie Nora - I-Plan initiative needs to have a category related to ELL
    - vi. Ramón Martínez – encourage a proactive role, develop a pipeline of teachers ( how many you will require – teachers)
    - vii. Julie Nora – need for criteria around Title III, monitoring kinds of professional development offered
  - d. Policy - CB through NC –
    - i. Nancy Cloud read from communication from Celeste Bowler: Minutes requirement in Chapter 16-54 regulations/135 minutes

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- of straight ESL for beginners; maybe split between Literacy and ESL; how can she meet ESL and reading requirements
- ii. Elizabeth Alexander – need for guidance on allocation of funds, professional development for all level teachers

c. NECAP

- i. Concern - Students less than one year in US still have to take math assessment; assessment is language based; is this an accurate assessment of students' knowledge of math
- ii. Communication for families (assessment reports) were delivered only in English
- iii. Davida Irving – literacy in L1 but we only test in English – encourages RI to look at how other states address
  1. Donna Hanley – equitable education ?, e.g. Providence – PALS English/ PALS Spanish, different level of development – easier to get results of assessment in English (computer-based), Spanish is not
- iv. Jaime Aguayo – questions
  1. Bilingual education? Historical growth?
    - a. Donna Hanley, Tabettha Bernstein – Providence (Informing parents/Intake)
    - b. Linda Filomeno – addressed law (Chapter 16-54) regarding bilingual vs. ESL,
    - c. Carmen Rodriguez – noted parents have choice
      - i. Support in place for students, graduation rate, how can state get involved, supports for special education vs. lack of support for parents of ELLs
      - ii. What are we doing to support students besides classroom teacher; can these supports be mandated?
  2. Ken Swanson – assume suggestions will be categorized, and positions papers released
    - a. Bigger picture – federal law vs. local control
    - b. Census – marrying to other data systems
    - c. Encourages Advisory to work beside RIDE when go to superintendent, school committee
      - i. Julie Nora – clarifying questions – does Council advise RIDE or Legislature;
      - ii. Ramón Martínez – recommend we prepare a plan
        1. how do we differentiate self from competition
          - a. What are needs; based on those results - what process; based on process, what capabilities; what do we need, how much \$ do we require
          - b. What should role of the Advisory be
            - i. tell state we need a plan

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- ii. Customers (kids), stakeholders – Are the stakeholders more important than the customers? (kids)
- d. Nancy Cloud reviewed role of Advisory Council through bylaws
  - i. Role – unified voice
  - ii. Ken Swanson advised Council to look at other groups that serve in similar capacity/find a champion in general assembly - knowledgeable and seasoned
  - iii. Linda Iannetta – we need clarification of regulations vs. mandates
    - 1. Ken Swanson – that is where Council can voice
  - iv. Davida Irving – need to work to define local control through regulations (e.g. local superintendents, school committees) to allow us to provide ELLs equity
    - 1. Nancy Cloud – retain and strengthen
- 7. Next steps
  - a. Complete information form
  - b. Select committee
  - c. Flyers – RITAP, part of LEP/ELL Advisory – will waive fee,
  - d. Issues for discussion
    - i. Be member of at least one subcommittee
    - ii. Chair of each subcommittee will bring issues to full council
      - 1. Any member can put an issue on the agenda
    - iii. Future meetings will be run on time lines (today was flexible)
    - iv. Meetings are open, anyone can come
      - 1. others with interest can join sub-committees even though not able to serve on Council at large